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ABSTRACT

Industry involvement in volunteer service to public education requires long range planning and commitment on the part of both industry and education. Recognizing the need for closer cooperation, this manual was prepared for use by both businessmen and school administrators. Major sections of the handbook include: (1) The Variety of Volunteer Services, (2) Industry's Desire To Be Involved, (3) Factors Motivating Industry People, (4) Factors Motivating Industry Organizations, (5) Mutual Mistrust, (6) Breaking the Barriers to Cooperation, and (7) Conclusions. Discussed in the appendix is a legislated system of volunteer industry-education cooperation. (Author/JS)

Strengthening Volunteer Industry Service to Public Education

A Basic Manual for School Administrators and Business Executives

Samuel M. Burt

W.E. UPJOHN INSTITUTE FOR EMPLOYMENT RESEARCH
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Private Vocational Schools: Their Emerging Role in Postsecondary Education. A. Harvey Belitsky. June 1970.

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Strengthening Volunteer Industry Service to Public Education

A Basic Manual for School Administrators and Business Executives

By

SAMUEL M. BURT

September 1971

The W. E. Upjohn Institute for Employment Research

THE INSTITUTE, a privately sponsored nonprofit research organization, was established on July 1, 1945. It is an activity of the W. E. Upjohn Unemployment Trustee Corporation, which was formed in 1932 to administer a fund set aside by the late Dr. W. E. Upjohn for the purpose of carrying on "research into the causes and effects of unemployment and measures for the alleviation of unemployment."

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Foreword

The decade of the 1970's will see ever greater initiative from school officials in developing extensive industry-education cooperation in many more communities to make the public schools relevant and sensitive to the needs of our ever-changing society. To achieve this objective, industry people and educators must know much more about each other than they now do. The purpose of this manual is to contribute to their mutual understanding.

Inducing industry executives to volunteer their services for the improvement, expansion, and equalization of public education is a challenging but not insuperable task. For those educators who believe that laymen cannot possibly contribute much to the professionalized field of public education, working with industry can be a frustrating experience. But for those managers of our public schools who firmly believe that their communities and their resources must be fully utilized if public education is to fulfill its promise, industry has been found a most willing and helpful ally. One example of such an alliance is the rapidy growing "school without walls" movement.

Samuel M. Burt has been a practitioner in the field of industry-education cooperation as managing director of the Education Council for the Graphic Arts Industry; as researcher with two books and many published articles to his credit; as consultant to a number of federal, state, and local agencies concerned with education and training; and as lecturer and teacher for both industry and educational organizations seeking to develop effective industry-education cooperative programs. He has served as Special Assistant to the Director of the U.S. Employment Service and as a senior staff member of the W. E. Upjohn Institute for Employment Research. He is now Assistant to the Dean, College of Continuing Education, The American University, Washington, D.C. In this position he is continuing his writing, lecturing, and consulting in the field of industry-education cooperation.

From its inception, the W. E. Upjohn Institute for Employment Research has emphasized the importance of individual and corporate involvement in solving community, state, and national problems affecting education, training, employment, and human resources. The Institute is therefore pleased to publish this manual with the understanding that the views expressed by the author do not necessarily reflect its policies or positions.

Samuel V. Bennett
Director

Kalamazoo, Michigan
August 1971

Preface

Published articles and books dealing with the social responsibilities of business and businessmen have been appearing at an exponential rate during the past few years. In welcoming this growing body of literature, I have been impressed with the broad scope of knowledge of many of the authors. Whether advocate, critic, cynic, apologist, or reporter, they have usually covered most of the areas of societal activity in which businessmen have become involved: Education, employment and training, urban renewal and development, race relations, pollution abatement, conservation and recreation, culture and the arts, medical care, etc. Unfortunately, however, there is a paucity of published material dealing in depth and detail with any of these discrete, albeit related fields. In my own field of interest — public education — I have attempted to remedy the deficiency with this publication. It is intended to serve as a handbook for businessmen who want voluntarily to help improve the public schools in their communities, as well as for school administrators who recognize the need to involve community leaders in helping to make their schools responsive and relevant to the contemporary and future needs of our society.

I believe that researchers in the behavioral sciences must produce manuals such as this if their research and insights are to help assure progress toward the American goals of a participatory, democratic, pluralistic, humanistic society.

In the preparation of this manual, Mrs. Katherine H. Ford of the W. E. Upjohn Institute for Employment Research provided unusual editorial assistance. Drawing on her professional talents, as well as on her personal experience in serving on advisory committees, she made certain I did not stray from the stated purpose of this publication. I deeply appreciate the time and effort she devoted to making this manual possible. I also express my indebtedness to Dr. Ben S. Stephansky, Associate Director of the Institute, for his encouragement and guidance in the writing of this manual.

Samuel M. Burt

Washington, D.C.
August 1971

Contents

STRENGTHENING VOLUNTEER INDUSTRY SERVICE TO PUBLIC EDUCATION*

The Variety of Volunteer Services

High in priority among the societal goals which are converging with those of industry executives and corporations is improvement in the relevance and quality of education. Many industry and business executives — part and parcel of the power structure of our nation and our communities — have demonstrated their commitment to America's system of public education by voluntarily offering their assistance to school officials to improve, expand, and enrich our public school programs.

It is surprising that school administrators, as well as industry people, find it difficult to articulate the variety of volunteer industry services which can be and are provided to schools and school systems. Recognizing this problem, I have brought together in this section a list of major volunteer services already provided to local school systems by industry and business. The list, by area of service, was compiled from numerous case study reports of industry-education cooperative programs and projects. These services have been provided by individual citizens and by members of advisory and cooperating committees at the request of and in cooperation with school administrators, school boards, school principals, department heads, and teachers.

Improving School Management and Administration

1. Participating in campaigns for bond issues and special tax levies.
2. Helping to plan school building programs, including land acquisition and building design.
3. Providing advice on budgeting, accounting, and school financing.
4. Providing advice concerning purchasing policies and procedures.
5. Helping to plan systems of transportation.
6. Providing advice on school insurance policies and programs.
7. Providing advice in planning and administering cafeteria services.
8. Assisting in planning safety campaigns, fire protection programs, etc.
9. Testifying in support of school organizational and financial needs at meetings of local, state, and federal agencies and legislative bodies.

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*For ease of reference, the term "industry" will be used throughout this manual to include organizations and personnel representing business, labor, agriculture, manufacturing, and the professions in the private sector of our economy.

10. Helping to develop maintenance programs for buildings, equipment, and grounds.
11. Assisting in developing systems of educational accountability, including the use of performance contracts (see footnote 5, page 6).
12. Helping to develop manuals of organization and administration.
13. Helping to plan personnel practices and procedures, labor negotiations procedures, and contracts with school personnel.
14. Assisting in the preparation and review of budget requests for laboratory and shop equipment and supplies.

Upgrading Professional Staff

1. Providing research and work-experience opportunities for teachers and other school officials during school holidays and summers.
2. Arranging plant and office visits for teachers and counselors.
3. Offering industry and business experience workshops, conferences, and seminars for teachers and guidance counselors.
4. Providing funds to assist teachers when they attend regional and national meetings of teacher and industry organizations.
5. Inviting teachers and guidance counselors to attend local industry meetings, and offering free memberships in local industry associations.
6. Conducting clinics on utilizing new industrial equipment, supplies, and techniques for possible application to school programs.
7. Providing awards and prizes to teachers and guidance counselors for outstanding service, etc.
8. Financing college-credit community resources study courses.

Improving Instructional Programs

1. Helping to determine educational policies and objectives of the school system as well as individual school programs.
2. Arranging for student field trips to offices and plants.
3. Providing classroom and assembly speakers.
4. Providing industry people as resource teachers.
5. Sponsoring and participating in student club programs.

6. Providing on-the-job opportunities in cooperative education programs.

7. Helping to develop relevant curricula for a variety of school courses, particularly in industrial arts and in vocational and technical education.

8. Providing industrial equipment, free or on loan, and free expendable supplies for use in chemistry, physics, and other laboratories, as well as for vocational and technical education programs.

9. Providing books and magazines on specialized business and industry subjects.

10. Sponsoring citywide and statewide student contests in a variety of subject areas.

11. Providing information to teachers and counselors concerning desirable aptitudes and educational and experience backgrounds which applicants for entry-level jobs should have so that educators may properly plan their student recruitment, educational training, and job-placement programs.

12. Assisting and participating in surveys of local industry manpower needs to assist curriculum and program planners.

13. Helping to develop, and participating in, student occupational achievement-testing programs.

14. Evaluating physical conditions, adequacy of equipment, and layout of laboratories and shops.

15. Assisting in the development and evaluation of course content to assure its currency in meeting the changing skill and knowledge needs of industry and business.

16. Providing free audio-visual aids for use in a variety of instructional programs.

17. Assisting in the development of evening school skill improvement and technical courses for employed plant personnel.

18. Assisting in the development of apprenticeship and on-the-job training related to educational courses.

19. Providing sample kits of raw materials, finished products, charts, posters, etc., for exhibit and instructional purposes in classrooms and shops.

20. Compiling and publishing directories of community resources and personnel available to teachers, schools, and the school system for various volunteer services.

Improving Public Relations

1. Helping to plan, and participating in, community public relations programs.
2. Providing speakers to address civic and trade groups concerning school programs and problems.
3. Arranging for the publication of articles in local and national industry trade magazines concerning the school system's vocational and technical education programs.
4. Arranging for the publication of articles in local newspapers concerning school programs.
5. Attending meetings of local, state, and federal agency and legislative bodies in support of local school system program needs.
6. Participating in radio and television programs designed to "sell" various school programs to the public.
7. Contributing funds to advertise specific school program offerings in local newspapers.
8. Helping to organize, and participating in, citizen advisory committees for local schools, for individual school programs, and for the school system.
9. Advising industry and business employees and their families concerning school programs by means of bulletin boards, news stories in company publications, and enclosures in pay envelopes.
10. Advising the general public about school programs and problems by means of enclosures with invoices mailed to customers.

Helping Students

1. Helping to plan pupil personnel services.
2. Serving as tutors to individual students and groups of students.
3. Providing prizes, awards, and scholarship grants to worthy and outstanding students.
4. Providing career and job-placement counseling and guidance services to students applying for admission to vocational and technical courses.
5. Providing paid on-the-job experience opportunities in cooperative education programs.
6. Providing vocational guidance and career literature to teachers and counselors for use by students.

7. Providing jobs for school dropouts as well as graduates through special arrangements with teachers and counselors.

8. Serving as speakers at career-day meetings and during student assemblies on career opportunities in business and industry.

9. Participating in the development of aptitude tests for selection of students for vocational and technical education programs.

10. Sponsoring student research projects and providing plant, laboratory, and staff assistance in the conduct of the research projects.

That such a vast array of volunteer services from industry is available to public schools is reason enough for school officials to seek and encourage industry involvement.[1] But there is an additional and significant rationale: industry people, to a large extent, provide the leadership for the community. If this leadership group is involved in helping improve the public school system, then the rest of the community can be expected to follow suit and be equally supportive.

Industry's Desire To Be Involved

Few business people are neutral or unmoved by the educational establishment. If they do not distrust it or attack it, they are likely to be challenged by it, flattered to be involved in some of its problems and eager to suggest improvements. Seldom does the church, the YMCA, the local hospital or the community chest kindle the same attitudes or create comparable urges to participate and cooperate.[2]

Actually, many educators, as well as businessmen and the general public, are dissatisfied with the results being achieved by the school system. Recognizing this dissatisfaction, numerous school superintendents and local school boards

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[1]For detailed information, see Samuel M. Burt, *Industry and Vocational-Technical Education: A Study of Industry Education-Advisory Committees* (New York: McGraw-Hill Book Company, 1967); and Samuel M. Burt and Leon M. Lessinger, *Volunteer Industry Involvement in Public Education* (Lexington, Mass.: D. C. Heath and Company, 1970). Also see *Partnership High Schools: The Search for New Ways to Cooperate, Study No. 2,* and *Industry and Education, Study No. 1, New Haven* (New York: Institute for Educational Development, 1969). For information concerning organization and operation of advisory committees, see Burt and Lessinger, *op. cit.;* also see *The Advisory Committee and Vocational Education* (Washington, D.C.: The American Vocational Association, 1969); and Albert J. Riendeau, *The Role of the Advisory Committee in Occupational Education in the Junior College* (Washington, D.C.: American Association of Junior Colleges, 1967). For case study reports of industry-education cooperation, write to the Chamber of Commerce of the United States, Washington, D.C.; the National Education Association, Washington, D.C.; and the National Association of Manufacturers, New York City.

[2]Kenneth G. Patrick and Richard Eells, *Education and the Business Dollar* (New York: The Macmillan Co., 1969), p. 20.

have asked local business and industry leaders to assist them in improving their school system's fiscal and managerial operations. The willingness with which industry has responded to such requests and the helpfulness of thousands of executives loaned to school systems to study and help improve school management functions are attested to in the many case studies published by the National Education Association, the U.S. Chamber of Commerce, the National Association of Manufacturers, and a variety of educational and business journals. One of the major beneficial results of such volunteer industry involvement in the schools has been the increasing assistance provided by industry in helping schools to obtain public support through passage of bond issues and increases in taxes.

A dramatic illustration of the responsiveness of community industry leaders to invitations from public educators for involvement in schools appears in a recent report of the U.S. Chamber of Commerce.[3] On October 10, 1968, Dr. Nolan Estes, Superintendent of Schools for Dallas, in a speech to the East and South Dallas Chamber of Commerce, asked the group to assist the school system in responding to the ever-increasing demands for "accountability." Within 24 hours the Dallas Chamber accepted the challenge and organized a management team of 50 executives to help education benefit from the discipline and know-how of business. Areas investigated included personnel, finance, purchasing, facilities, management systems, food services, distribution, and warehousing. In the spring of 1970 the team presented to the school board its report, with detailed recommendations for improving each problem tackled. But many of the ideas had already been put into effect by then because of frequent interim reports and discussions with appropriate school officials. Cannot other cities and communities achieve similar results?

Currently the U.S. Chamber of Commerce is calling on all businessmen to "offer every resource, every process and technique at their command to help perfect efficient, productive educational systems."[4] Among some of the innovations suggested by the Chamber as worthy of careful study and consideration are:

1. Flexible school calendars and extended school years.
2. Performance contracting for specified instructional needs.[5]

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[3] *Dallas' New Alliance for Progress,* Urban Action Clearing House, Case Study No. 14 (Washington, D.C.: Chamber of Commerce of the United States, 1970).

[4] News release, November 13, 1970, by the Chamber of Commerce of the United States, Washington, D.C.

[5] A performance contract is an agreement whereby a school contracts with a private firm, chosen competitively, to remove educational deficiencies on a guaranteed performance basis or suffer penalties. Without being told what program is to be used, the contractor is encouraged to innovate in a responsible manner. Upon successful demonstration, the contractor's program is adopted by the school on a turnkey basis, i.e., a process wherein local teachers and administrators are trained to take over the program.

3. Modern managerial techniques in all phases of school administration.

4. Modernization of vocational-technical curricula to bring them into the mainstream of general education and to give them status in the minds of students and their parents.

5. Cooperative work-study programs which can more fully utilize the community as an educational resource and give young people a taste of the world of work.

The U.S. Commissioner of Education, Sidney P. Marland, Jr., supports such industry-education cooperation. On February 17, 1971, he wrote: "I have long sought to promote industry-education cooperation. I have already announced that high among my priorities. . . ."[6]

The American Telephone and Telegraph Co., in a 1968 policy statement to its executives and affiliates, stated: "As a basic force for progress, American education deserves to be continually assisted by the intelligent efforts of all citizens, private and corporate."

What may be considered, at this moment in time, as the ultimate in cooperation is the growing movement whereby a particular company or group of companies "adopts" a school and the school "adopts" the company or group of companies in an educational partnership designed to enrich, improve, and expand the total educational experiences offered to students. In a national study of such educational partnerships the joint projects reported ran almost the entire gamut of school programs, with no more than 30 percent concerned with vocational education, job placement, and career-guidance programs. While there is no estimate of the number of industry people involved in these projects, one company reported 50 executives serving as tutors on company time for periods of up to four hours per week to help students in improving skills in English, mathematics, and science.

Clearly there is a national thrust toward industry-education cooperation. If school administrators understand why and how industry wants to participate in public education — that industry's desire to be involved in improving our schools and school programs is a matter of self-interest, both individual and corporate — they will accept industry people as yokefellows in the schools. Educators need not approach industry with hat in hand seeking favors; neither should they fear industry's involvement in the schools. Rather, as a team, educators and industry people can press forward with faith and confidence toward the goal of improvement in the relevance and quality of education.

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[6]In a letter to me.

Factors Motivating Industry People

[The American industry executive] is first and foremost a human being, and as such has many needs — economic, personal, and social — which must be fulfilled. It is a peculiar attribute of many industry executives that their personal lives are so intertwined and indentified with their occupations and industry organizations that they can conduct business and pursue profits — at the same time satisfying their self-fulfillment needs through business-associated and business-supported voluntarism in public and societal service.[1]

Today there are several hundred thousand industry and community leaders serving education as members of boards of education, citizens advisory committees to the boards and to school superintendents, and vocational education advisory or cooperating committees; as PTA officers or members; and as advisers to school youth groups. Among the reasons why volunteer service to public education has such universal appeal for individuals are the following:

Desire To Fulfill a Civic Responsibility

Industry people seek, through public service, opportunities for self-fulfillment and a purpose in life beyond earning a living. Involvement in public education can offer such opportunities more than can any other field of volunteer activity. Educators therefore are doing industry people a real favor in asking them to serve their public school system as volunteers.

Educators must be cautioned, however, that industry people will disdain token involvement such as appointment to a committee which has no real function, or which is being used as a rubber stamp for the school administrators, or which has little or no substantive service to provide. Industry people will want to give of their time, thought, effort — and even money — to demonstrate to themselves and to others that they are involved in a worthwhile and demanding public service activity.

Desire To Enhance Personal Prestige

A great number of industry people voluntarily serving their schools have already enjoyed some success in their businesses or professions and are seeking some minor or major public service to round out their lives. Whatever their volunteer service, they will find ways to make this known to their friends, business associates, and customers. This assumes, of course, that school administrators will involve them in activities relevant to their interests as well as to their status position in industry and the community. For example, the

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[1]Samuel M. Burt and Leon M. Lessinger, *Volunteer Industry Involvement in Public Education* (Lexington, Mass.: D. C. Heath and Company, 1970), p. 5.

president of a large company might be asked to serve as chairman of an advisory committee to the board of education, or a factory foreman might be asked to serve on a vocational education cooperating committee, either as a member or as chairman.

The factory foreman will find himself being asked questions by other foremen and his supervisors about the school curriculum, skills development program, school equipment, etc. He will be expected to be quite knowledgeable about public education in general. He will be flooded with suggestions by his colleagues for improving the school program because he will be viewed as a part of the company's direct pipeline to the schools.

The company president serving as chairman of an advisory committee to the board of education will be approached by community leaders and friends (on the golf course, at his club, and at community functions) with complaints about the school system and suggestions for its improvement. He will be invited to speak at civic and community functions, perhaps even at state and national education conventions. His name and picture will appear in the local newspapers. Such honors as these might not ordinarily be available to him.

Of course, any prestige accruing to an industry representative from volunteer service to the schools will also redound to his company.

It behooves school administrators to take the necessary measures to assure appropriate publicity for all volunteers and volunteer efforts at every level. This could be done through local news media or through the schools themselves in a variety of ways.

Desire To Be Known as Philanthropic and Altruistic

Most Americans, when given an opportunity to demonstrate their concern for the welfare of others, will do so in many and varied ways. Dickinson points out that "there is an element of something like philanthropy in almost every activity of economic life, when people temper their search for personal advantage with some regard for the welfare and opinions of their fellowmen."[8] He goes on to point to the economic return a giver may expect in addition to the "unselfish" satisfaction of helping others; e.g., in giving to a hospital fund, there may be the sensible wish to help ensure the availability of hospital facilities in case of personal need. Dickinson also notes that personal philanthropy is not limited to giving away money — it can and does include contributions in the form of personal services, but there is no reliable basis on which even to estimate the time spent by housewives, corporate executives, and others in philanthropic activities.

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[8]Frank G. Dickinson, *The Changing Position of Philanthropy in the American Economy* (New York: Columbia University Press, 1970), p. 7.

Between founding a university at one end of the scale and serving as a tutor at the other end, there are innumerable volunteer public service possibilities for business executives. Such apparently mundane activities as tutoring a student, chauffeuring a class to a museum, donating expendable supplies, providing magazines and books to the school library, offering prizes and scholarships to outstanding and/or needy students, serving on school advisory committees — all come under the heading of philanthropy and altruism. A factory foreman can receive as much personal satisfaction in providing an $18.75 savings bond prize to an outstanding student as can his employer in providing a $5,000 scholarship. This satisfaction will exist whether or not there is any attendant publicity, but public recognition through official channels will certainly enhance it.

Because of the strong desire of individuals and organizations to be known as philanthropic, they respond willingly to opportunities for volunteer service to education.

Desire To Help Youth

If there is any statement which might be called universal, it is that adults derive great pleasure and satisfaction in helping youth of all ages. Educators earn their living as professionals by helping youth. Many thousands of lay people, as volunteers in a variety of organizations and programs, are also helping young people to learn, to mature, to overcome problems, to gain skills, and to be relevant to their peers and to society in general.

I am not suggesting that adults working in nonschool programs be persuaded to forsake them in favor of volunteer service to public schools. I do believe that many are already, or could be, involved in public education also. More significantly, there are many other adults who are not involved in any youth service programs who — if asked by school people — would be flattered and delighted to serve public education. This is particularly true if the service requested is somehow connected with a field in which an individual has developed some expertise; e.g., his job, his industry or profession, or his hobby. Here is a twofold satisfaction for the adult — recognition of his expertise as well as an opportunity to help youth. The pleasure derived is akin to what many fathers experience when a son enters the father's business or occupational field.

School administrators would do well to maintain "who's who" files on their community leaders, listing interests, hobbies, community service activities, etc., so as to know what motivating factors should be appealed to when seeking various kinds of volunteer help for the public schools. This suggestion applies to school department heads and principals as well as to school system administrators.

Factors Motivating Industry Organizations

. . . the goals of the mature corporation will be a reflection of the goals of the members of the techno-structure. And the goals of society will tend to be those of the corporation.[9]

Corporations are presently actively engaged in activities that had traditionally been the responsibility of government and philanthropic agencies. The changing philosophy of the industrial system in the United States, the greater intervention in the operations of business and industry by the federal and state governments, and the social concerns of business executives themselves forecast growing involvement in societal affairs by business and industry at all levels.[10] The major factors motivating industry organizations — companies as well as their local and national associations — to become involved on a voluntary basis in helping to improve public education are as follows:

Need for Qualified Manpower

Industry's need for an assured supply of well-educated and well-trained manpower has consistently been the most important and pervasive single reason for its involvement in public education. Because of this need and the high cost of industry-conducted training programs, employers look to our nation's public schools for effective education and training programs to prepare their future manpower with appropriate knowledge and skills.

So obvious is this motivation for industry involvement to improve our public schools that little more need be said except perhaps to point out that it is the most compelling justification for the substantial expenditure of money, time, and resources by industry in volunteer service to the schools. Many major vocational and technical schools in the United States report loans or gifts of industrial equipment worth several hundred thousand dollars; some schools have received equipment worth more than a million dollars. Few are the vocational and technical schools which cannot report annual donations from industry of several thousand dollars worth of expendable supplies. And an estimated 100,000 industry people are serving on vocational and technical school advisory and occupational cooperating committees throughout our nation.[11]

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[9]John Kenneth Galbraith, *The New Industrial State* (Boston: The Houghton Mifflin Co., 1970), p. 161.

[10]For in-depth discussions of this trend, see John J. Corson, *Business in the Humane Society* (New York: McGraw-Hill Book Company, 1971); *The Role of Business in Public Affairs,* Studies in Public Affairs, No. 1 (New York: The National Industrial Conference Board, 1968); "The View from the Pinnacle," *Fortune,* September 1969; and *Social Responsibilities of Business Corporations* (Washington, D.C.: Committee for Economic Development, 1971).

[11]Samuel M. Burt, *Industry and Vocational-Technical Education: A Study of Industry Education-Advisory Committees* (New York: McGraw-Hill Book Company, 1967).

Need for Conserving Tax Monies

Intelligent use of money is a prime objective of industry — whether it be for its own operations or for public education. Any appeal by public servants, particularly educators, to industry for help in making more effective use of tax monies will receive an immediate and constructive response. Currently educators are talking in terms of accountability, management by objectives, performance contracting, and independent educational auditing. This is the language of industry; this is the field in which industry has expertise. Cooperative endeavor could well begin in this field.

Educational administrators have been and still are accused of waste and inefficiency in operating the schools and of lack of administrative ability in managing the school system. Many an election campaign for local board of education members and many citizen committees have been organized around such issues, with a number of businessmen leading the attack. While educators may decry what they consider uninformed criticism of their financial stewardship of the public education system, none can deny the right of the community to question the use of a major share of the tax dollars collected in the community.

When industry people are given the opportunity to learn how tax money is utilized by the schools and to discover that school administrators are as anxious as they to run the schools as efficiently as possible, industry will become an ally of the schools in improving the total program of activities. If industry is kept at arm's length by school administrators and remains as uninformed as the general public concerning the internal management of the school system, the business community will be apathetic about school problems and may be its most severe and continuing critic.

Need for a Credible Public Image

Modern business organizations, large and small, are well aware that, in addition to providing a quality product or service, they must engage in and support substantive public service programs in order to achieve and retain a modicum level of customer and general public acceptance. The higher the level of such acceptance, the greater the prestige of the organization and, in turn, the prestige of its executives and other employees.

Industry has demonstrated its acceptance of social responsibility in many areas. Its support of various civic and charitable activities is now expected and even taken for granted by the public. School administrators should not hesitate to approach industry people for any service that will be of real help in improving the schools; neither should they fear industry-initiated efforts to become involved in public education. Industry is very much concerned that its public service activities be of the highest credibility.

Need for Viable Communities

Industry needs viable communities to survive, and good schools are a prerequisite to healthy, growing communities. The ambience of a community, to a large extent, stems from its schools, which are inextricably related to all that is either good or bad in our society. Both educators and industry perceive them as the central issue of our time. If a company is voluntarily involved in any phase of a school improvement program, it has an opportunity to help resolve basic societal problems having a direct bearing on the viability of the community in which it is located and, in turn, on its own survival.

Perhaps the most succinct and perceptive analysis of the relationship of the schools to business and community life was made by a General Electric Company executive when he said: "What is good for the student is good for business and the community."[12]

Mutual Mistrust

The Educators View Industry

Many educators resent what they consider layman interference in their area of professional competence and responsibility. While they publicly subscribe to the idea of involving citizens in the schools, in practice they do much to discourage any meaningful service and involvement.

In defense of any negative attitudes of educators to citizen involvement in the schools, it must be pointed out that over the years educators have had to cope many times with self-appointed citizen groups whose motives were not considered in the best interests of youth specifically, or of public education generally. In many communities where citizen groups are currently insisting on local control of the schools, unfortunate experiences have done much to generate what almost appears to be paranoia among the affected school officials. The same situation is occurring in many school systems where industry has been involved in education on a "for profit" basis. Even in those instances where educators want to utilize volunteered services of industry, they are quite correct in questioning industry's commitment. Experience has demonstrated to educators that industry is frequently:

1. Confused concerning the mission of public education, school organization, and how to work effectively with school people.
2. Unwilling to make long-range commitments of volunteer services to schools, thus creating among the educators a feeling of self-serving motivation on an *ad hoc* basis.

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[12]M. J. Davis, "Closing the Education-Industry Interface Gap," *Technical Education News*, New York, January-February 1970.

3. Too quickly disillusioned when school people take a cautious approach to industry-initiated cooperative programs.

4. Lacking in knowledge and leadership as to what might rightfully be demanded as a matter of public policy from the schools.

In some communities, any industry initiative is automatically rebuffed by school administrators on the general theory that industry is interested only in "grinding its own ax." The current consumerism movement in the United States, with its distrust of industry claims for its products and dissatisfaction with its services, contributes a great deal to the cynicism with which many educators view any industry effort at involvement in the schools.

On the other hand, in some communities any proffered service by industry is automatically embraced by school officials. This sometimes results in schools finding themselves promoting some individual company interest which may or may not serve the best interests of the schools and their students. I have heard of many such incidents where the schools have been "had" by narrowly conceived entrepreneurial publicity gimmicks.

Between these two extremes there are many variations of school administrators' receptivity to industry involvement in public education. Generally speaking, however, we find that there are a number of negative factors governing the attitudes of school people to industry. The following list is self-explanatory:

1. Lack of knowledge as to how industry is organized, how it functions, and how its multiple goals are achieved.

2. Suspicion of industry motivations for becoming involved in public education.

3. Fear that industry groups will become special-interest pressure groups within the schools and may even be seeking to control the schools.

4. Jealousy on the part of administrative and managerial staff concerning their prerogatives and responsibilities which might be invaded by laymen with expertise in business management.

5. Concern of professional staff that industry training techniques may replace broader based educational programs.

6. Confusion as to what services can best be provided by industry, who should be approached, and when.

7. Insistence that laymen — individuals as well as committees — serve only in an advisory capacity, despite industry's desire and ability to provide many types of cooperative services.

8. Lack of coordination of existing industry-education cooperative programs in individual schools of the school system.

9. Unwillingness to develop regional programs of industry-education cooperation embracing several separate school systems despite the fact that industry people are drawn from a metropolitan area composed of a number of separate communities.

This list by no means exhausts the number of factors posed by school people in militating against industry-education cooperation.

Industry Views the Educators

Industry feels that most school officials consider its interest in improving and expanding public education with suspicion and even antagonism. Industry is not entirely wrong in this matter; nor is it completely blameless. Some commentators on this subject are much more critical than others of school officials in terms of their interest and desire to utilize the volunteered services of industry. Lieberthal reports that, except for the development of apprenticeship preparatory and related education programs, many state and local labor leaders have been ignored and excluded from school programs.

> One of the fastest growing unions in the country is the Retail Clerks International Association. Many local leaders in this organization have a deep-seated concern about the development of distributive education programs at the high school and post-high school levels. Other unions in the distributive services field include the Retail, Wholesale and Department Store Union, and the Hotel and Restaurant Employees Union.
>
> DE program people rarely involve these people, despite the fact that they could help plan programs that would serve students more realistically and could enlist the support of other union representatives in the community. The same holds true for business and office educators. They could profit in the same way by seeking the cooperation of unions that represent business and office employees and federal, state and local government employees.[13]

In its handbook for its Education Committee members, the National Association of Manufacturers states:

> Because of the organizational structure of the formal education system, it is difficult for a representative of industry to identify the proper person with whom he should discuss an educational issue of concern. At the elementary and secondary level, there are school board superinten-

[13]M. Lieberthal, "Labor: Neglected Source of Support," *American Vocational Journal*, December 1967, pp. 49-52.

dents, boards of education, administrators, principals and teachers. Each of these officials has some degree of power and influence, but it is not known to a noneducator who has the authority and power to deal effectively with the issue of concern.

An industrialist may have concerns over curricula content, vocational education programs (or their lack), educational philosophy, or the operational procedure of one or more school districts within a given state. In the absence of knowing the proper authority to contact within a school system, an industrialist either takes no action or takes considerable time discussing his concern with well-intentioned officials who do not have the interest or authorization to bring about needed changes.

As the result of my studies of the relationships between school administrators and industry advisory committees, I have reported many fine industry-education cooperative programs. But I have also found many school officials concerned primarily with "controlling" their committees and making them "rubber stamp" groups — a common complaint of industry. I once described the arsenal of strategies used by such administrators as follows:

1. Controlling the committee activities through retention of all authority for appointment of all members.
2. Maintaining responsibility for determining meeting agendas, calling meetings, and writing meeting minutes.
3. Providing all staff services so as to control the scope of the committee's activities.
4. Confusing members with a plethora of reports and statistics.
5. Ignoring committee recommendations unfavorable to the school or school system.
6. Disparaging the qualifications of any "difficult" members.
7. Proliferating the number of committees and assigning overlapping responsibilities.
8. Eliminating the committee if and when it becomes too troublesome to the school.[14]

Fortunately, practitioners of such strategies are not too numerous.

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[14]Samuel M. Burt, *Seven Shrouds for the State Advisory Councils on Vocational Education* (Washington, D.C.: National Advisory Council on Vocational Education, March 1971), pamphlet.

Breaking the Barriers to Cooperation

[The Association advocates that] . . . a qualified person of appropriate rank be designated at the federal, state and local government education levels, to coordinate and encourage business, industry-education cooperation. . . .

National Association of Manufacturers
Official Policy Positions, April 1971

Responsibility of School Administrators

Since industry has demonstrated its desire to assist, on a volunteer basis, in improving and expanding public education, it is the responsibility of school administrators to seek ways and means to make such involvement possible, to guide industry in its efforts to become involved, and to provide the necessary leadership. If we agree with this premise, then school officials must also accept the responsibility for industry's frustrations and mistakes in seeking involvement in the schools and take the necessary steps to achieve meaningful industry-education cooperation in their communities.

Appointment of an Industry Coordinator

It is fair to assume that in any sizable school system there are several school officials who do understand industry organization and motivation for school involvement. As a first positive step, then, in providing for a full-fledged program of industry-education cooperation throughout the school system, the school superintendent should appoint one of these individuals on a full-time basis to be responsible for developing such a program. Many superintendents, and possibly even school boards, will at first balk at this suggestion, claiming that they simply do not have funds to create a new position of industry coordinator (or a similar position title) for industry-education cooperation. In reply, I would first point out that every local school system which has successfully utilized the resources of industry and business has found it necessary to assign staff for this purpose; and second, that this staff has literally paid for itself many times over in terms of the incremental value of volunteered industry time, services, and monies contributed to the school system.

As an alternative to the school system's assigning one or more of its officials as liaison with industry, a number of school systems have been able to obtain such personnel on a temporary loan basis from industry itself. In some communities retired business executives have agreed to provide their full-time services at no charge over a considerable period of time — and have been delighted to do so.

Few school administrators have really tapped industry people for volunteer

service to education, despite the successful experience of the U.S. Department of Labor in obtaining the loan of thousands of executives for a year or more to staff the offices of the National Alliance of Businessmen and its predecessor organization, Plans for Progress. There is hardly a major corporation or business and professional association in the United States which has not been involved in these two volunteer service programs of the Department of Labor. Many, and probably all, would cooperate in the same way with their local school systems if requested to do so by their superintendents and boards of education.

A word of caution is in order, however, when school systems must depend on loaned industry people to develop industry-education cooperative programs. It is extremely important that these people be thoroughly oriented to the organization, operation, and goals of public education generally and the specific school system and its problems in particular. Without such understanding and knowledge, they may be of little value at best, and possibly do more harm than good to the entire effort. For this reason, it would be preferable for the schools to assign their own people to lead the program.

Qualifications of the Coordinator

What kind of person should the school system select for developing industry-education cooperative programs? He should be able to organize, attend, and address meetings of industry groups so as to present and interpret school policies, problems, and programs. By the same token, he must be able to interpret for school people the education and skill needs of business and industry manpower and be able to assist educators at all levels in translating these needs into school program offerings. He must be as comfortable in dealing with industry executives as he is with school administrators. He should have some experience as an executive in industry as well as in education. He must fully understand industry organization, know what motivates industry to become involved in public service, and have had experience in organizing such involvement. He should be able to point out to businessmen possible tax deductions and credits which they should investigate when providing volunteered services, money, and equipment to schools. He should be familiar with public relations techniques in dealing with individuals, companies, nonprofit organizations, and the general public. All these qualities, abilities, and capabilities are required of the person who will be responsible for initiating, promoting, and developing a wide-ranging industry-education cooperative program for a school system.

Coordinator Indispensable

Without such a person, or one who has the potential for the job, industry involvement in the public schools of a community will usually not advance

much beyond the talking stage and some well-meaning but abortive projects. With the leadership provided by such a person, the many services which industry and its people want to and can deliver will become possible.[15] A number of school superintendents, technical institute and junior college presidents, and educational researchers have reached this same conclusion. They are agreed that the school's industry-education coordinator is the *sine qua non* of industry-education cooperation. The National Association of Manufacturers feels so strongly about this matter that it is currently engaged in a campaign to have every state department of education appoint a coordinator to develop industry-education cooperative programs at the state level and to promote the appointment of industry liaison staff in each major local school system throughout the state. I support this movement wholeheartedly and, along with the National Association of Manufacturers, have further recommended the appointment of a special assistant for industry liaison in the office of the U.S. Commissioner of Education.[16] With the appointment of such an official at the national level, school administrators at the state and local levels will be encouraged to follow suit. With leadership and guidance from the national office, the state and local school system industry-education coordinators should be able to achieve the level of industry-education volunteer cooperation which will indeed help benefit public education in every school system throughout the United States.[17]

Work Procedure of the Coordinator

Assuming that the school superintendent has decided to seek industry assistance and has taken the first step by appointing an industry coordinator to direct this effort, we can now examine some strategies and accompanying tactics available to this official.

Before the coordinator for industry cooperation can seek industry involvement in the schools, he must know which of the problems and programs affecting the school system are considered of major significance by the school superintendent and his top staff. After studying these problems and determining those most amenable to resolution through industry aid, a priority list of possible industry-education programs and projects should be formulated. Armed with this list, the coordinator is now ready to approach industry.

The organizations which the coordinator should first approach to discuss

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[15]Samuel M. Burt and Leon M. Lessinger, *Volunteer Industry Involvement in Public Education* (Lexington, Mass.: D. C. Heath and Company, 1970).

[16]*Industry-Education Coordinator,* Public Policy Report (New York: National Association of Manufacturers, Education Department, 1971).

[17]Burt and Lessinger, *op. cit.,* also call for industry to organize itself at the national and regional levels to assure its effective volunteer involvement in the public schools. See Chapter 9, "A Proposal for New National Leadership."

the school system's volunteer industry assistance needs are the existing communitywide business and industry groups; e.g., the board of trade, the Chamber of Commerce, and the local affiliate of the National Association of Manufacturers. Informal meetings with the executive directors of these organizations should be sought to explore the possibility of forming an *ad hoc* committee representing these several organizations (assuming that they all do exist in the community). Whether or not such a committee is formed, the important thing at this stage is that the coordinator enlist the help of the executive director(s) of one or more such organizations in letting the industrial and business community know that the school system is seeking its volunteer service.

Out of these initial meetings will usually come an invitation for the school superintendent to speak to a select group of business and industry leaders about the most urgent of the school system's problems and his expectations for industry's assistance in resolving these problems. Among decisions made at such a meeting might be the holding of a general membership meeting of the involved organization(s) to be addressed by the school superintendent and the organizational leadership. This occasion could be used to announce the beginning of an industry-education cooperative program or project and to ask for the assistance of member companies and individuals with expertise as determined by the nature of the program or project. From that point on, committees and subcommittees would be formed with both school and industry representation to conduct the project. The school coordinator would work with the various committees and subcommittees involved and maintain liaison with the sponsoring organization(s), executive director(s), and cooperating company officials, as well as with appropriate school people. He would help resolve any difficulties that may arise and report progress to the school superintendent.

At this point the industry coordinator and the school superintendent should be cautioned that they must provide clear guidelines describing the responsibilities and limits within which the industry people are to function when working with the school system. It is essential that industry people understand and agree with these guidelines. Many industry-education cooperative efforts have floundered and failed at the critical stage of a project because of lack of such understanding.

There are various opinions as to whether or not, when, and how much publicity should be given to any industry-education cooperative project. Decisions should be made jointly by the school officials and the organizations involved. As a general rule, publicity during the initial stages should be muted, and only when substantive achievements can be reported should publicity be issued on a broadside basis. Publicity, of course, is important since it can result in offers of further assistance from other community organizations and individuals.

Once a project is well underway, the coordinator should go on to other projects on his priority list of school problems. He may again follow the strategy described above, or if a single industry or group of related industries is involved, approach organizations representing these particularized interests. For example, if the problem is concerned with establishing an educational program dealing with the medical profession, he would want to meet with the officials of the various medical groups in the community. In this situation he would work with other concerned school officials such as the director of vocational education and the supervisor of nursing services. Vocational education people usually maintain continuing relationships with industry and business groups concerned with specific professions, crafts, trades, etc.

The assistance and cooperation of knowledgeable school people should constantly be enlisted by the coordinator in formulating and facilitating communitywide school system industry-education cooperation. As a matter of fact, as the coordinator becomes involved in a number of projects, he will have to depend on other school officials to conduct the day-by-day activities of each ongoing project. As time goes on, the coordinator will be engaged in more and more coordinating work. After he has initiated all the programs for which industry assistance should be sought, he can devote time to refining and improving industry-education cooperation at all levels of the school system.

One of the most important functions of the school system's industry coordinator is to make certain that the school system meets industry's expectations from its volunteer services to public education; i.e., effective utilization of its expertise, knowledge, and interest in serving the school system and its students.

Tips for the Coordinator

I suggest that the coordinator do the following specific things:

1. Send each industry volunteer a letter signed by the school superintendent (or some other top school official) asking him to serve.
2. Inform each volunteer what is expected of him in the way of advice, assistance, cooperation, money, time, etc.
3. Provide the volunteer initially, and on a continuing basis, with information concerning educational developments in his school system as well as in school systems throughout the nation, and in educational and training programs which are not administered by the schools (e.g., remedial education and training programs sponsored by other public agencies).
4. Plan committee meetings with utmost care. State the purpose in the call for each meeting; ensure that it will be run smoothly and that it

will adjourn within a reasonable time; and inform volunteers of the action taken following meetings.

5. Occasionally invite volunteers to attend local, state, and national conventions of educators. (You will be surprised how many they will attend at their own or their company's expense.)

6. Occasionally send volunteers a special invitation to attend a school function, a local board of education meeting, or a meeting of the state board of education.

7. Inform volunteers of special studies affecting the educational program of their school system.

8. Invite volunteers to attend meetings of other organizations involved in education and manpower development and utilization programs which may have some impact on the school program or on their particular industry interests.

9. Give the volunteers an opportunity to meet occasionally with the students.

10. Take time to visit with a volunteer when he comes to the school.

11. If a volunteer is overzealous and tends to become involved in the day-by-day administration of the program, tactfully point out to him that he can help best by providing advice and cooperation.

12. Recognize the services of all industry volunteers in an appropriate manner. For example, a nameplate could be put on a piece of donated equipment; names of volunteers could be listed in school publications; a certificate of appreciation could be sent to each volunteer; a special annual event could be held to recognize the services of all industry volunteers.

The more "tender loving care" an industry coordinator gives to volunteers serving the schools, the more he and the school system will receive from them.

Action by Industry

What can industry leaders do in those school systems where the superintendent and his staff evince little or no interest in utilizing industry's proffered volunteered services? Industry cannot force its way into the schools, insisting that it must be allowed to become involved. No matter how critical the school system's problems may become, industry must wait for an invitation from the school officials. Thus industry must devote its efforts to *persuading* school administrators that it has valuable services to offer in helping to resolve the problems and improve the programs of the public schools in the community.

The first step in the persuasion process might be to place this manual in

the hands of all top school officials, including members of the board of education. Copies of this manual, together with copies of selected successful case studies of industry-education cooperation[18] should be sent to the school superintendent, as an example, by the president of the local National Association of Manufacturers affiliated organization or the local Chamber of Commerce. Accompanying this literature should be a letter asking the superintendent to arrange for a meeting of his staff with industry representatives to discuss the possibilities of developing a meaningful program of industry-education cooperation.

My prediction is that most school superintendents will respond quickly and favorably to such a suggestion. As meetings take place between the school and industry representatives, and the school people are convinced of industry's commitment to helping the schools, specific projects will be formulated and put into effect. Initial cooperative efforts should be addressed to resolving the most urgent and major problems affecting the school system. Contrived, minor, or "make-work" projects and activities will waste everybody's time and money, and quickly lead to disillusionment on the part of all concerned.

If, contrary to expectations, the school superintendent does not respond affirmatively within a reasonable time to industry's initial overture, several of the industry leaders should so advise members of the board of education with whom they are acquainted. The board members thus approached will certainly query the school superintendent as to the reasons for his delay in responding. If further delay occurs, this could be a matter for discussion at a meeting of the board. It is doubtful that this would have to happen, but such a strategy is always open to industry whenever there is need to bring pressure on the school officials. In extreme situations, the board may appoint its own committee on industry-education cooperation to assure utilization of industry volunteered services to the schools. Such action could take place when a crisis situation arises in the school system or when a report of a study critical of the schools is released by a consulting organization or a state or federal agency. Many studies of public education have included the recommendation that school officials seek volunteer community and industry assistance in resolving identified problems. This recommendation is almost standard in most studies of public education, particularly in vocational and technical education. If the school superintendent takes no action on this recommendation, the board of education almost certainly will — if industry voluntarily offers its services.

There are several other strategies available to industry. Among the most promising is the formation of a regional or local industry-education coopera-

[18]Such case studies are available from the National Association of Manufacturers; the Chamber of Commerce of the United States; the Institute for Educational Development; and other national business, industry, and professional organizations.

tion council along the lines pioneered by the Northern and Southern California Industry-Education Councils. These councils, financed principally by industry and employing full-time executive secretaries, arrange meetings of educators and industry to discuss mutual concerns and to develop numerous cooperative programs.[19]

Another helpful and useful strategy is for either the local National Association of Manufacturers affiliate or Chamber of Commerce to collect information from all the local trade, business, and professional associations in the metropolitan area concerning their current services to various school programs and schools in the community, with suggestions and recommendations as to how their organizations and members may be utilized for additional services. This information should be forwarded to the school superintendent and board of education members with the suggestion that a meeting be arranged to discuss implementation of the recommendations.

Still another strategy is for industry in the community to sponsor and finance a Community Resources Workshop for teachers and school officials during the summer at a local university. Such workshops are promoted by the National Community Resources Workshop Association and usually provide full university graduate credits. The participants visit industries and business offices in order to determine the variety of community resources available to the schools and how the schools can best utilize such resources. Reports of the workshops should be made available to the school superintendent and his top staff, thus opening the way for dialogue between the school system and industry for developing a program of industry-education cooperation.[20]

In the unlikely event that industry fails to move school officials to initiate action by using any combination of these strategies, it is not without recourse if it is willing to persist in its efforts to develop a program of industry-education cooperation. Local news media and local legislative bodies, as well as state officials such as the governor, the state superintendent of schools, the chairman of the state advisory council on vocational education, and the chairman of the education committee in the state legislature can be informed of industry's willingness to help improve public education in a particular community as well as throughout the state. The assistance of these officials can usually be enlisted in support of industry's effort to become involved.

Before resorting to these types of pressures, however, industry people should be certain that they have in fact made every effort to persuade local school administrators of their commitment to industry-education cooperation as a

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[19]For a detailed discussion of these regional councils, see Burt and Lessinger, *op. cit.*, Chapter 5.

[20]*Ibid.*, Chapter 3, for a detailed discussion of Community Resources Workshops.

way of life for public education in their communities. If industry has simply offered to be involved in some projects believed to be of interest to educators, this is not enough. School officials must be convinced, first, that industry has a long-range commitment to help improve, expand, enrich, and equalize the total educational system of the community; and, second, that the volunteer services proffered are in terms of educational goals and objectives of students and the schools and not just those of the manpower needs of industry alone. This long-range commitment must include the contribution of staff time, facilities, and funds.

Conclusions

Industry involvement in volunteer service to public education requires long-range planning and commitment on the part of both industry and education. Unless industry's commitment is accompanied by assurances of staff time, facilities, and funds on a long-range basis, industry cannot claim an alliance with public education. And unless school officials view industry as an ally in their communities, industry-education cooperation may never be more than a "sometime thing."

More educators, school officials, and boards of education would do well to accept — indeed, to seek — the cooperative assistance of industry in helping our public schools to function as effectively as possible. Unless such partnership is achieved in fact, "public educators may become anachronisms in a society which cannot and will not tolerate isolated professionalism from any of its public services, least of all from public education."[21]

This prophecy is not beyond the realm of possibility, for some boards of education have considered appointing businessmen as school superintendents. The Detroit board of education publicly announced its interest in seeking a businessman to succeed its superintendent when he left in August 1971; and the board of education in Ann Arbor, Michigan, recently advertised for a noneducator to become its new school superintendent. The Los Angeles board of education is reported as also having been interested in appointing a businessman as its new school superintendent. This interest in employing businessmen as school superintendents is not too surprising when we think of the hundreds of millions of dollars handled annually by the large local school systems. Without doubt, if businessmen were appointed as school superintendents, they would fully utilize volunteer services of business and industry to improve their schools and school programs; should educators who are school superintendents do less?

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[21] *Ibid.*, p. 160.

Appendix

A Legislated System of Volunteer Industry-Education Cooperation

As strange as the juxtaposition of terms may be, there exists in the field of vocational-technical education a body of law at the federal and state levels requiring educators to organize formally and utilize the volunteer services of business and industry. Even prior to the passage of the federal law (P.L. 90-576) in 1968, almost every state, either through state law or regulations of the state department of education, required schools offering vocational courses to organize industry advisory committees to assist in making these courses relevant to industry's manpower needs. While there is no comparable federal law for other fields of education, the current Elementary and Secondary Education Act of 1968 does require volunteer community involvement in programs dealing with disadvantaged children. With this initial step already taken, future federal legislation pertaining to education may possibly adopt some of the provisions of P.L. 90-576 in terms of formal organizational involvement of business and industry, as well as other community groups, in school matters. I have therefore included the following discussion of industry involvement in vocational-technical education at the federal, state, and local educational levels.

Federal Level

The U.S. Office of Education frequently calls upon industry representatives on an informal basis for assistance in preparing recommended curricula in the vocational and technical education fields. On a formal basis, the National Advisory Council on Vocational Education, established by the 1968 Amendments to the Vocational Education Act of 1963 (P.L. 90-576), is composed of 21 members representing labor, management, the general public, local school boards, vocational and technical education, etc. Members are appointed by the President of the United States. The National Council must meet at least four times a year for these purposes:

1. To advise the Commissioner of Education concerning the administration of, preparation of general regulations for, and operation of vocational programs.
2. To review the administration and operation of vocational education programs, including the effectiveness of such programs in meeting the purposes for which they are established and operated, to develop recommendations, and to make annual reports of its findings and recommendations to the Secretary of the Department of Health, Education, and Welfare for transmittal to the Congress.

3. To conduct independent evaluations of programs in vocational and technical education.

As an independent body with funding from Congress for its operation, including staff, the National Council has vast potential for leadership in the field of vocational-technical education. Unfortunately, however, the very people who have the largest stake in this field, i.e., industry people, are grossly underrepresented in the membership of the Council. Of the present 21 members, only two can be said to represent business and industry. I suggest that national organizations such as the U.S. Chamber of Commerce and the National Association of Manufacturers urge the appointment of more industry and business representatives to the National Advisory Council on Vocational Education.

I also suggest that these national industry organizations make every effort to persuade the U.S. Commissioner of Education to provide a staff member of his office who would be responsible for promoting industry-education cooperation programs in public education at the regional, state, and local levels.[1]

More attention should also be paid by business and industry to congressional committee investigations and hearings dealing with public education. Most Congressmen know of industry's concern about finances, but few are aware of the nature and extent of industry's volunteer services aimed at improving public education. I discovered this when testifying before the House Committee on Education and Labor concerning provisions of the 1968 Amendments to the Vocational Education Act of 1963. The only industry representative during that session of Congress other than from private trade school interests was from a trade union. Since public education is a creature of federal legislation, industry should recognize its responsibility for making its voice heard and its concerns represented in the legislative process — at the federal as well as at the local and state levels.

State Level

The same law which established the National Advisory Council on Vocational Education also requires each state receiving federal vocational education funds to organize a state advisory council on vocational education. Members are appointed by the governor, except in those few states where the state board of vocational education is elected. Members of the state councils must be representative of or familiar with the various facets of the education, training, manpower development, and industrial and labor programs and problems of the state. A minimum membership of 12 is prescribed by P.L. 90-576, but most state advisory councils have at least double

[1] *Industry-Education Coordinator*, Public Policy Report (New York: National Association of Manufacturers, Education Department, April 1971).

this number since no limit is set for maximum membership. Each state council is provided funds for employment of staff, conducting studies, etc. The council is responsible for evaluating the effectiveness of vocational and technical education throughout the state; assisting the state board of education in preparing short- and long-range plans; advising the state board on policy matters; holding public hearings; and preparing reports which are transmitted unchanged through the state board to the National Advisory Council and the U.S. Office of Education.

Representation of industry and business in the state advisory councils is about 25 percent as compared to the 50 percent recommended by me and others.[2] Even those state councils which have organized regional subcouncils throughout their states to assist in developing statewide program recommendations have failed to provide for adequate representation of industry interest, knowledge, expertise, and willingness to serve. State organizations affiliated with the National Association of Manufacturers and the state Chambers of Commerce should urge their governors to appoint more representatives from industry to the state councils. Only if industry initiative is forthcoming will such corrective action be taken.

However, even if industry were better represented in the membership of the state council and its regional subcommittees, I am not convinced that this is enough in terms of the totality of problems affecting our educational system which could be helped through industry volunteer involvement. I have therefore recommended that the state advisory council establish another series of subcommittees which will represent the major industry and business activities within the state.[3] Statewide business and industry groups should present this organizational concept for consideration by the state advisory council. While it would add some staff work for the council, it would also probably involve several hundred more business and industry people in the work and deliberations of each state council. The beneficial impact on vocational education could be of major import.

My previous comments on the need for industry to make its voice heard in Congress applies as well to state legislatures and their educational committees. The state affiliated organizations of the National Association of Manufacturers and of the Chamber of Commerce should take the lead in urging other statewide business, industry, and professional associations to appear before legislatures and state government agencies dealing with educational matters.

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[2]Burt, *Industry and Community Leaders in Education: The State Advisory Councils on Vocational Education* (Kalamazoo, Mich.: The Institute, October 1969); and *Review and Synthesis of Research and Developmental Activities Concerning State Advisory Councils on Vocational Education* (Columbus, Ohio: Center for Vocational and Technical Education, Ohio State University, 1970).

[3]*Ibid.*, p. 19.

Local Level

There is little to add in this section concerning industry participation and involvement except to point out that in many states there exist (independent of the local school system) area vocational schools, technical institutes, and community and junior colleges which offer occupational education. Many of these institutions look to industry for assistance in formulating and evaluating their program offerings as described below. It should be noted that these institutions are required by either state law or regulations of the state department of education to establish industry advisory committees for *each occupational program offered*. Unfortunately, most of these advisory committees are more "paper" than real. To correct this situation, the National Association of Manufacturers, as well as researchers in the field of occupational education, are urging state departments of education to appoint an industry liaison coordinator to provide leadership and guidance to local schools and school systems in making effective use of their industry advisory committees.[4]

The General Committee. The president of an area technical school or junior or community college offering ocupational education programs, as well as the director of an area vocational-technical school, or a vocational school which is part of a local school system, *may* appoint a general advisory committee to help in:

1. Formulating general plans and policies.
2. Determining what programs should be offered.
3. Establishing priorities for new and expanding programs.
4. Determining which programs should be discontinued.
5. Obtaining industry and communitywide support and involvement in the school.

Members of such a committee represent all segments of the community. Candidates for membership on such a committee might be the plant manager or personnel director of a large company or the president or vice president of a small company. Comparatively few educational institutions utilize this type of committee, but those that do report invaluable service and support.

The Departmental Advisory Committee. Large educational institutions offering a number of vocational and technical education programs usually departmentalize related occupational courses. For example, there may be a Food Services Department with separate courses for chefs, bakers, and waiters; a Health Services Department with separate courses for practical nurses, dental technicians, X-ray lab technicians, etc.; a Communications

[4] *Industry-Education Coordinator, op. cit.*

Department with separate courses for compositors, pressmen, lithographers, photographers, etc. A number of the large schools have established departmental industry advisory committees to assist the department heads in coordinating the varying interests of the several occupational fields being taught. Membership of these committees usually is limited to industry representatives who are, for example, plant superintendents or hospital directors familiar with the entire gamut of the relationships of all the occupations within the particular field. The services rendered the department head are primarily advisory, and when appropriate, supportive of the department head in his relationships with his instructional staff, the several occupational cooperating committees in his department, and the school administration. Members of the committee are usually selected by the head of the department and appointed by the chief school officer.

The Occupational Cooperating Committee. As indicated earlier, vocational and technical schools are required by state law or by regulations of the state department of education to establish occupational cooperating committees for each occupational program offered by these schools. It should be noted that the usual term for these committees is "occupational advisory committees." I prefer the term "cooperating" because much more than advice is sought from them by the educators whom they are assisting.[5] Even a cursory examination of the services provided to schools by industry on a volunteer basis, as listed on pages 1-5 of this manual, demonstrates that active participation and involvement in school programs is more descriptive of the facts than is the term "advisory."

It is estimated that there are some 20,000 occupational cooperating committees with over 100,000 industry members serving our school vocational and technical education programs throughout the United States.[6] Most of these people are frontline supervisors and foremen who are intimately acquainted with specific occupational job requirements and responsible for supervision and training of the employees assigned to their units. That a high proportion of the occupational cooperating committees are admittedly not functioning adequately is more the fault of the educators responsible for these committees than of industry members on the committees. Nevertheless, industry representatives should not sit back passively while complaining among themselves that, although they are willing and ready to serve, they are stymied by lack of opportunity. Having been invited into the school, they have the right and duty to make known any complaints *to the school administration* and, if necessary, to the school board. Considering the organizational level of these

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[5]Samuel M. Burt, *Industry and Vocational-Technical Education: A Study of Industry Education-Advisory Committees* (New York: McGraw-Hill Book Company, 1967), Chapter 12.

[6]*Ibid.*

members, they can most effectively channel their complaints about lack of committee activity through the executives of their companies, through the executives of their unions, or through their local trade and professional associations — assuming they have exhausted the channels available within the school which established the committee in the first place.

Since preventive measures are much preferred to remedial action, I recommend that before an industry person accepts service on a school advisory or cooperative committee he obtain a clear understanding of what the school people expect of him, and that he, in turn, make it clear what he expects of the school.[7]

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[7]Burt, *The Volunteer in Vocational Education: Industry-Education Advisory Committee Member* (Kalamazoo, Mich.: The Institute, August 1969).